

Educational Planning and Assessment System (EPAS) College Readiness Standards and *Program of Studies* Standards Alignment

Introduction

Test: English

Kentucky's *Program of Studies* (POS) and the College Readiness Standards (CRS)

The *Program of Studies*, Kentucky's mandated curriculum for all Kentucky schools, is a comprehensive document. Therefore, the CRS is embedded within the *Program of Studies*. While there has been an effort to align the standards as closely as possible in this document, readers will see that in some cases, there is not an exact standard match for the CRS within the POS. In these cases, the Kentucky Department of Education has found that the skill or skills identified within the CRS are often a component of a more complex POS standard and that the POS standard to which we have aligned the CRS may include the expectation that students demonstrate a variety of other, related skills.

In each tested area, educators should note the importance of reading and critical thinking skills necessary for students to perform well on the tests. It also is important to note that, from grade to grade, some standards may be the same or very similar. In these cases, teachers are expected to continually refine instruction so that students use increasingly complex skills to achieve the standards for each consecutive grade level.

How to Use this Document

This document is divided into tables with two columns. The left-hand column provides the College Readiness Standards (CRS) and descriptions of the skills and knowledge associated with what students are likely to know and be able to do based on their EXPLORE, PLAN and ACT test scores. The right-hand column provides the content standards from the *Program of Studies* that most closely match each CRS.

Teachers may use this document to link instruction with assessment. By identifying the connections between the CRS and the POS, educators may better understand how the ACT College Readiness Standards are embedded within Kentucky's curriculum.

Example

CRS English

TOD 301 (Score Range: 16-19): Identify the basic purpose or role of a specified phrase of a sentence.

POS Writing

EL-11-WC-S-4: Students will communicate purpose, focus, and controlling ideas authentic to the writer.

While both standards include expectations for students to understand the purpose of writing within a text, the CRS asks that students *identify* the basic purpose, while the POS asks that students

communicate purpose in their writing. While these two standards (CRS-English and POS-Writing) do not provide an exact match, the POS standard identified most closely matches the CRS.

The English Test

The EPAS English test “measures the student’s understanding of the conventions of written English (punctuation, grammar and usage, and sentence structure) and of rhetorical skills (strategy, organization, and style)” (35). A note to educators: The CRS English standards most closely match the Conventions and Writing Process standards in the *Program of Studies*. Therefore, the CRS are aligned to the writing standards. Because the ACT Writing test is not included as a component of Kentucky’s accountability index, the ACT Writing Standards are not included within this alignment.

Supplemental Information

The specifications for the English test on the EXPLORE, PLAN and ACT can be found in the supplemental information section for English on page 25.

Reference

ACT. “ACT Educator Workshops: College Access and Opportunity For All,” 2007 Resource Manual.

English*

POS/CRS Alignment

Strand 1—Topic Development in Terms of Purpose and Focus (TOD)

College Readiness Standards	Kentucky Program of Studies
Score Range: 16-19	
Identify the basic purpose or role of a specified phrase or sentence	<p>EL-6-WC-S-3, EL-7-WC-S-3, EL-8-WC-S-3 Students will write for a variety of authentic purposes and audiences:</p> <ul style="list-style-type: none"> o communicate about the significance of personal experiences and relationships o communicate through authentic literary forms to make meaning about the human condition o communicate through authentic transactive purposes for writing (e.g. informing, describing, explaining, persuading, analyzing) o analyze and communicate reflectively about literacy goals o analyze and address needs of intended audience o adjust the writing style (formal, informal) for intended audience <p>EL-6-WC-U-4, EL-7-WC-U-4, EL-8-WC-U-4 Students will communicate purpose, focus, and controlling ideas authentic to the writer</p>
Score Range: 20-23	
Identify the central idea or main topic of a straightforward piece of writing	<p>EL-9-WC-S-4, EL-10-WC-S-4 Students will communicate purpose, focus, and controlling ideas authentic to the writer</p> <p>EL-9-WP-S-1, EL-10-WP-S-1 Students will focus: establish and maintain a controlling idea on a selected topic</p>
Determine relevancy when presented with a variety of sentence-level details	<p>EL-9-WP-S-4, EL-10-WP-S-4 Students will revise:</p> <ul style="list-style-type: none"> o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions o eliminate redundant words

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	<ul style="list-style-type: none"> o choose the most precise words available
Score Range: 24-27	
Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal	<p>EL-9-WC-S-4, EL-10-WC-S-4 Students will communicate purpose, focus, and controlling ideas authentic to the writer</p> <p>EL-9-WP-S-4, EL-10-WP-S-4 Students will revise:</p> <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions
Delete material primarily because it disturbs the flow and development of the paragraph	<p>EL-9-WP-S-4, EL-10-WP-S-4 Students will revise:</p> <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions
Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	<p>EL-9-WP-S-4, EL-10-WP-S-4 Students will revise:</p> <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions o eliminate redundant words o choose the most precise words available
Score Range: 28-32	
Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and	<p>EL-11-WC-S-4, EL-12-WC-S-4 Students will communicate purpose, focus, and controlling ideas authentic to the writer</p>

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suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material	EL-11-WP-S-4, EL-12-WP-S-4 Students will revise: <ul style="list-style-type: none"> ○ identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order ○ insert new sentences and delete unnecessary ones ○ develop effective introductions and conclusions ○ eliminate redundant words ○ choose the most precise words available
Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	EL-11-WP-S-4, EL-12-WP-S-4 Students will revise: <ul style="list-style-type: none"> ○ identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order ○ insert new sentences and delete unnecessary ones ○ develop effective introductions and conclusions ○ eliminate redundant words ○ choose the most precise words available
Score Range: 33-36	
Determine whether a complex essay has accomplished a specific purpose	EL-11-WC-S-5, EL-12-WC-S-5 Students will develop ideas that are logical, justified and suitable for a variety of purposes, audiences and forms of writing
Add a phrase or sentence to accomplish a specific purpose, often expressed in terms of the main focus of the essay	EL-11-WP-S-4, EL-12-WP-S-4 Students will revise: <ul style="list-style-type: none"> ○ confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions ○ identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order ○ insert new sentences and delete unnecessary ones ○ develop effective introductions and conclusions ○ eliminate redundant words ○ choose the most precise words available

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English *

POS/CRS Alignment

Strand 2—Organization, Unity and Clarity (OUC)

College Readiness Standards	Kentucky Program of Studies
Score Range: 13-15	
Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i> , <i>this time</i>)	EL-6-WS-S-5, EL-7-WS-S-6, EL-8-WS-S-6 Students will use a variety of transitions and/or transitional elements (e.g., ellipses, time transitions, white space) with intent
Score Range: 16-19	
Select the most logical place to add a sentence in a paragraph	EL-6-WP-S-4, EL-7-WP-S-4, EL-8-WP-S-4 Students will revise: <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions o eliminate redundant words o choose the most precise words available
Score Range 20-23	
Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i> , <i>afterward</i> , <i>in response</i>)	EL-9-WV-S-3, EL-10-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement); mechanics (e.g., use of commas and semicolons); and usage (e.g., father/further, fewer/less, amount/number)
Decide the most logical place to add a	EL-9-WP-S-4, EL-10-WP-S-4 Students will revise:

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sentence in an essay	<ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions o eliminate redundant words o choose the most precise words available
Add a sentence that introduces a simple paragraph	EL-9-WP-S-4, EL-10-WP-S-4 Students will revise: <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions o eliminate redundant words o choose the most precise words available
Score Range: 24-27	
Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore, however, in addition</i>)	EL-9-WV-S-3, EL-10-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement); mechanics (e.g., use of commas and semicolons); and usage (e.g., father/further, fewer/less, amount/number)
Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic	EL-9-WP-S-4, EL-10-WP-S-4 Students will revise: <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions
Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is	EL-9-WP-S-4, EL-10-WP-S-4 Students will revise: <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make

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pretty straightforward	<ul style="list-style-type: none"> revisions o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions o eliminate redundant words o choose the most precise words available
Score Range: 28-32	
Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs	EL-11-WV-S-3, EL-12-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement, phrases, clauses); mechanics (e.g., use of commas and semicolons); and usage (e.g., avoiding misplaced modifiers and shifts in tense, number and person)
Rearrange sentences to improve the logic and coherence of a complex paragraph	EL-11-WP-S-4, EL-12=WP-S-4 Students will revise: <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions o eliminate redundant words o choose the most precise words available
Add a sentence to introduce or conclude a fairly complex paragraph	EL-11-WP-S-4, EL-12=WP-S-4 Students will revise: <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions o eliminate redundant words o choose the most precise words available

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Score Range: 33-36	
Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and the essay	EL-11-WS-S-6, EL-12-WS-S-6 Students will use a variety of transitions and/or transitional elements (e.g., ellipses, time transitions, white space) with intent

English*

POS/CRS Alignment

Strand 3—Word Choice in Terms of Style, Tone, Clarity and Economy (WCH)

College Readiness Standards	Kentucky Program of Studies
Score Range: 13-15	
Revise sentences to correct awkward and confusing arrangements of sentence elements	EL-6-WP-S-5, EL-7-WP-S-5, EL-8-WP-S-5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
Revise vague nouns and pronouns that create obvious logic problems	EL-6-WP-S-5, EL-7-WP-S-5, EL-8-WP-S-5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources
Score Range: 16-19	
Delete obviously synonymous and wordy material in a sentence	EL-6-WP-S-4, EL-7-WP-S-4, EL-8-WP-S-4 Students will revise: <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions

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	<ul style="list-style-type: none"> o eliminate redundant words o choose the most precise words available
Revise expressions that deviate from the style of an essay	EL-6-WP-S-4, EL-7-WP-S-4, EL-8-WP-S-4 Students will revise: <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions o eliminate redundant words o choose the most precise words available
Score Range: 20-23	
Delete redundant material when information is repeated in different parts of speech (e.g., “alarmingly startled”)	EL-9-WP-S-4, EL-10-WP-S-4 Students will revise: <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions o eliminate redundant words o choose the most precise words available
Use the word or phrase most consistent with the style and tone of a fairly straightforward essay	EL-9-WV-S-2, EL-10-WV-S-2 Students will use specialized content vocabulary and words used for specific contexts, as needed
Determine the clearest and most logical conjunction to link clauses	EL-9-WV-S-3, EL-10-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement); mechanics (e.g., use of commas and semicolons); and usage (e.g., father/further, fewer/less, amount/number)

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Score Range: 24-27	
Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence	<p>EL-9-WP-S-4, EL-10-WP-S-4 Students will revise:</p> <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions o eliminate redundant words o choose the most precise words available
Identify and correct ambiguous pronoun references	<p>EL-9-WV-S-3, EL-10-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement); mechanics (e.g., use of commas and semicolons); and usage (e.g., father/further, fewer/less, amount/number)</p>
Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	<p>EL-9-WV-S-2, EL-10-WV-S-2 Students will use specialized content vocabulary and words used for specific contexts, as needed</p>
Score Range: 28-32	
Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., “an aesthetic viewpoint” versus “the outlook of an aesthetic viewpoint”)	<p>EL-11-WP-S-4, EL-12-WP-S-4 Students will revise:</p> <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions o eliminate redundant words o choose the most precise words available

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Correct vague and wordy or clumsy and confusing writing containing sophisticated language	EL-11-WP-S-4, EL-12-WP-S-4 Students will revise: <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions o eliminate redundant words o choose the most precise words available
Score Range: 33-36	
Delete redundant material that involves subtle concepts or that is redundant in terms of the paragraph as a whole	EL-11-WP-S-4, EL-12-WP-S-4 Students will revise: <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions o eliminate redundant words o choose the most precise words available

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English*

POS/CRS Alignment

Strand 4—Sentence Structure and Formation (SST)

College Readiness Standards	Kentucky Program of Studies
Score Range: 13-15	
Use conjunctions or punctuation to join simple clauses	EL-6-WV-S-3, EL-7-WV-S-3, EL-8-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, a lot).
Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences	EL-6-WV-S-3, EL-7-WV-S-3, EL-8-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, a lot).
Score Range: 16-19	
Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences	EL-6-WV-S-3, EL-7-WV-S-3, EL-8-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, a lot).
Decide the appropriate verb tense and voice by considering the meaning of the entire sentence	EL-6-WV-S-3, EL-7-WV-S-3, EL-8-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, a lot).

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Score Range: 20-23	
Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)	EL-9-WP-S-5, EL-10-WP-S-5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources.
Score Range: 24-27	
Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems	EL-9-WP-S-4, EL-10-WP-S-4 Students will revise: <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions o eliminate redundant words choose the most precise words available
Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence	EL-9-WV-S-3, EL-10-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement); mechanics (e.g., use of commas and semicolons); and usage (e.g., father/further, fewer/less, amount/number).
Score Range: 28-32	
Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments especially in sentences containing compound subjects or verbs	EL-11-WP-S-4, EL-12-WP-S-4 Students will revise: <ul style="list-style-type: none"> o confer to determine where to add, delete, rearrange, define/redefine or elaborate content so that writing is coherent and effective for intended audience, then make revisions o identify and develop topic sentences, making sure ideas are supported appropriately with relevant details and that sentences are in sequential order; o insert new sentences and delete unnecessary ones o develop effective introductions and conclusions o eliminate redundant words choose the most precise words available

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Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole	EL-11-WV-S-3, EL-12-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement, phrases, clauses); mechanics (e.g., use of commas and semicolons); and usage (e.g., avoiding misplaced modifiers and shifts in tense, number and person).
Score Range: 33-36	
Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses	EL-11-WS-S-1, EL-12-WS-S-1 Students will use complete and correct sentences of various structures and lengths (e.g., simple, compound, complex, compound/complex, including parallel structure) to enhance meaning throughout a piece of writing; apply unconventional sentence structures to achieve intended effect on audience.

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English*

POS/CRS Alignment

Strand 5—Conventions of Usage (COU)

College Readiness Standards	Kentucky Program of Studies
Score Range: 13-15	
Solve such basic grammatical problems such as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives	EL-6-WV-S-3, EL-7-WV-S-3, EL-8-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, a lot).
Score Range: 16-19	
Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts	EL-6-WV-S-3, EL-7-WV-S-3, EL-8-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, a lot).
Recognize and use the appropriate word in frequently confused pairs such as <i>there</i> and <i>their</i> , <i>past</i> and <i>passed</i> , and <i>led</i> and <i>lead</i>	EL-6-WV-S-3, EL-7-WV-S-3, EL-8-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, a lot).

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Score Range: 20-23	
Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., <i>long for</i> , <i>appeal to</i>)	EL-9-WV-S-3, EL-10-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement); mechanics (e.g., use of commas and semicolons); and usage (e.g., father/further, fewer/less, amount/number).
Ensure that a verb agrees with its subject when there is some text between the two	EL-9-WV-S-3, EL-10-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement); mechanics (e.g., use of commas and semicolons); and usage (e.g., father/further, fewer/less, amount/number).
Score Range: 24-27	
Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences	EL-9-WV-S-3, EL-10-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement); mechanics (e.g., use of commas and semicolons); and usage (e.g., father/further, fewer/less, amount/number).
Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using <i>have</i> rather than <i>of</i>	EL-9-WV-S-3, EL-10-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement); mechanics (e.g., use of commas and semicolons); and usage (e.g., father/further, fewer/less, amount/number).
Score Range: 28-32	
Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i> , and the relative pronouns <i>who</i> and <i>whom</i>	EL-11-WV-S-3, EL-12-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement, phrases, clauses); mechanics (e.g., use of commas and semicolons); and usage (e.g., avoiding misplaced modifiers and shifts in tense, number and person).
Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is the indefinite pronoun)	EL-11-WV-S-3, EL-12-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement, phrases, clauses); mechanics (e.g., use of commas and semicolons); and usage (e.g., avoiding misplaced modifiers and shifts in tense, number and person).

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Score Range: 33-36	
Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ides	EL-11-WV-S-3, EL-12-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement, phrases, clauses); mechanics (e.g., use of commas and semicolons); and usage (e.g., avoiding misplaced modifiers and shifts in tense, number and person).
Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb	EL-11-WV-S-3, EL-12-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement, phrases, clauses); mechanics (e.g., use of commas and semicolons); and usage (e.g., avoiding misplaced modifiers and shifts in tense, number and person).

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English*

POS/CRS Alignment

Strand 6—Conventions of Punctuation (COP)

College Readiness Standards	Kentucky Program of Studies
Score Range: 13-15	
Delete commas that create basic sense problems (e.g., between verb and direct object)	EL-6-WP-S-5, EL-7-WP-S-5, EL-8-WP-S-5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources.
Score Range: 16-19	
Provide appropriate punctuation in straightforward situations (e.g., items in a series)	EL-6-WV-S-3, EL-7-WV-S-3, EL-8-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject and verb agreement, pronoun antecedent agreement); mechanics (e.g., capitalization, punctuation); and usage (e.g., affect/effect, a lot).
Delete commas that disturb the sentence flow (e.g., between modifier and modified element)	EL-6-WP-S-5, EL-7-WP-S-5, EL-8-WP-S-5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources.
Score Range: 20-23	
Use commas to set off simple parenthetical phrases	EL-9-WV-S-3, EL-10-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement); mechanics (e.g., use of commas and semicolons); and usage (e.g., father/further, fewer/less, amount/number).
Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)	EL-9-WP-S-5, EL-10-WP-S-5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources.

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Score Range: 24-27	
Use punctuation to set off complex parenthetical phrases	EL-9-WV-S-3, EL-10-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement); mechanics (e.g., use of commas and semicolons); and usage (e.g., father/further, fewer/less, amount/number).
Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or a compound verb joined by <i>and</i>)	EL-9-WP-S-5, EL-10-WP-S-5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources.
Use apostrophes to indicate simple possessive nouns	EL-9-WV-S-3, EL-10-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement); mechanics (e.g., use of commas and semicolons); and usage (e.g., father/further, fewer/less, amount/number).
Recognize inappropriate uses of colons and semicolons	EL-9-WP-S-5, EL-10-WP-S-5 Students will edit for appropriate language usage, sentence structure, spelling, capitalization, punctuation and proper documentation of sources. EL-9-WV-S-3, EL-10-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement); mechanics (e.g., use of commas and semicolons); and usage (e.g., father/further, fewer/less, amount/number).
Score Range: 28-32	
Use commas to set off nonessential/nonrestrictive appositive or clause	EL-11-WV-S-3, EL-12-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement, phrases, clauses); mechanics (e.g., use of commas and semicolons); and usage (e.g., avoiding misplaced modifiers and shifts in tense, number and person).
Deal with multiple punctuation problems (e.g., compound sentences containing	EL-11-WP-S-5, EL-12-WP-S-5 Students will edit for appropriate language usage, sentence structure, spelling,

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unnecessary commas and phrases that may or may not be parenthetical)	capitalization, punctuation and proper documentation of sources.
Use an apostrophe to show possession, especially with irregular plural nouns	EL-11-WV-S-3, EL-12-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement, phrases, clauses); mechanics (e.g., use of commas and semicolons); and usage (e.g., avoiding misplaced modifiers and shifts in tense, number and person).
Use a semicolon to indicate a relationship between closely related independent clauses	EL-11-WV-S-3, EL-12-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement, phrases, clauses); mechanics (e.g., use of commas and semicolons); and usage (e.g., avoiding misplaced modifiers and shifts in tense, number and person).
Score Range: 33-36	
Use a colon to introduce an example or an elaboration	EL-11-WV-S-3, EL-12-WV-S-3 Students will apply correct grammar skills (e.g., complete sentences, various sentence structures, subject/ verb agreement, pronoun antecedent agreement, phrases, clauses); mechanics (e.g., use of commas and semicolons); and usage (e.g., avoiding misplaced modifiers and shifts in tense, number and person).

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English Test*

EPAS Test Breakdown

Supplemental Information

What does the English Test Measure? The English Test measures students’ understanding of the conventions of standard written English in punctuation, grammar, sentence structure, strategy, organization and style. Students are asked to simulate the decision-making process that takes place while writing—to think about audience, purpose and the conventions of language and to make decisions about the case at hand, weighing and then adopting or rejecting various options.

English Test		
EXPLORE	EXPLORE English Test Design —30 minutes to read 4 passages (passage length 300 words) and answer 40 multiple choice questions	
	Content Areas Assessed	Percent of Questions
	Usage/Mechanics includes punctuation (15%), grammar and usage (20%) and sentence structure (29%)	64%
	Rhetorical Skills includes strategy (12%), organization (12%) and style (12%)	36%
PLAN	PLAN English Test Makeup —30 minutes to read 4 passages (passage length 300 words) and answer 50 multiple choice questions	
	Content Areas Assessed	Percent of Questions
	Usage/Mechanics includes punctuation (14%), grammar and usage (18%) and sentence structure (28%)	60%
	Rhetorical Skills includes strategy (12%), organization (14%) and style (14%)	40%
ACT	ACT English Test Makeup —45 minutes to read 5 passages (passage length 325 words) and answer 75 multiple choice questions	
	Content Areas Assessed	Percent of Questions
	Usage/Mechanics includes punctuation (13%), grammar and usage (16%) and sentence structure (24%)	53%
	Rhetorical Skills includes strategy (16%), organization 15%) and style (16%)	47%

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The following strand descriptors list comes from ACT's publication *Connecting College Readiness Standards to the Classroom for Language Arts Teachers/English* (2005).

English Strands

Topic Development in Terms of Purpose and Focus (TOD)

Organization, Unity, and Coherence (OUC)

Word Choice in Terms of Style, Tone, Clarity, and Economy (WCH)

Sentence Structure and Formation (SST)

Conventions of Usage (COU)

Conventions of Punctuation (COP)

Content-areas Assessed

Usage/Mechanics

Punctuation—punctuating breaks in thought; punctuating relationships and sequences; avoiding unnecessary punctuation

Grammar and Usage—assuring grammatical agreement; forming verbs; using pronouns; forming modifiers; observing usage conventions

Sentence Structure—relating clauses; using modifiers; avoiding unnecessary shifts in construction

Rhetorical Skills

Strategy—making decisions about adding, revising, or deleting supporting material; making decisions about the appropriateness of expression for audience and purpose; judging relevancy

Style—managing sentence elements effectively, editing and revising effectively; choosing words to maintain style and tone